#### In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

**Assurances**

**Treeline Elementary School** agrees to:

* Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
* Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
* Jointly develop/revise with parents the school parental involvement plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
* Use the findings of the parental involvement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement plan [Section 1118(a)(2)(E)];
* If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
* Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

**Parental Involvement Mission Statement (Optional)**

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

At the beginning of the school year all parents will be invited to our first SAC meeting. Parents will be invited through Parentlink phone calls, newsletters, and the school marquee. At this meeting parents will be asked to give input and suggestions for ways the parent involvement funds should be spent. Administration will share the school’s needs and gain input from the SAC committee. At our end of the year SAC meeting we will discuss with parents about our PIP and what should be included. Once the plan is finalized it will be reviewed by members of SAC and administration on an ongoing basis. Members of the SAC committee will be determined by parent interest and diverse ethnicities to mirror the student population of Treeline. The flyers, newsletters, agendas, sign-in sheets, handouts, and minutes for all SAC meetings will be maintained in the Title I Toolkit.

1. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

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| **Program** | **Coordination** |
| Not Applicable |  |

1. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

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| **Activity/Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness**  |
| Annual Title I/Open House during this meeting the administration will explain through PPT presentation what Title I is and discuss the programs and opportunities that are available to students and parents. | Administration, teachers, support staff | August | Agenda, Minutes, Sign-in sheets, Flyers, Newsletters, PPT presentation |

1. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

 Treeline Elementary will offer a variety of opportunities for parents to be involved at school. At these workshops childcare will be provided at no charge and refreshments and handouts provided. A translator will be provided as needed. Meetings will be advertised via PPU, schools newsletter, and Parentlink. In addition, our parent involvement specialist will be available to assist parents when needed. Monthly SAC meetings are held in the evenings to encourage maximum parent participation.

1. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child’s academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

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| **Content and****Type of Activity** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Annual Title I Annual Meeting/Open House | Administration, teachers, support staff | Saturday Open House to increase level of involvement of parents to become active in the decisions made at the school. Provide information to parents on expectations and how parents can help their children. | August | Agenda, sign in sheets, PPT, handouts, flyer with explanation of the evening  |
| SAC Meetings | Administration | Increase level of involvement of parents to become active in the decisions made at the school. |  | Flyers, newsletter, agenda, handouts, sign-in sheets, minutes |
| Curriculum Nights | Administration, Teachers | Provide information to parents on child’s current level and development plan to reach goals.  |  | Flyers, Newsletter, agenda, handouts, Feedback from sign in sheets |
|  |  |  |  |  |
| Parent Workshops* ESOL classes/English Cafe
* Curriculum Nights
* Family Math Night
* Mondays in the Media
* Volunteer Program- Orientation (Mentor Program)
* Book Fair
 | Administration, Teachers, Parent Involvement Specialist | Provide information to parents on how parents can help their children through research based strategies and tips.Families will be informed and explore the wonders of a math on different activities together.Discuss with parents/teacher the expectations for their child and collaborate on goals and develop a plan.Conversational English will be taught to Spanish speaking only parents to assist with school communication.Book Fair will include 10 minute break | Ongoing throughout the school year. | Agenda, PPT, parent evaluation, sign in sheets, newsletter, agenda/handouts from training |

1. Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **Content and Type of Activity** | **Person Responsible** | **Correlation to Student Achievement**  | **Timeline** | **Evidence of Effectiveness** |
| Staff training on the value of school volunteers and how to use them effectively in classrooms.  | Parent Involvement Specialist/Administrators | Increased parent involvement correlates to increased student achievement. | August | Staffs sign in sheets and documentation of volunteer hours. |
| Staff Training Teaching with Love and Logic. Tips will be shared in monthly newsletter.. | TIF teachers  | Provide staff with parent involvement research. | Ongoing throughout the school year | Classroom walk-throughs and discipline data. |

1. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

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| **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
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| Continue and expand ESOL Classes/English Cafe | Parent Volunteer and Parent Involvement Specialist | August-May | Meeting and agenda notes. |
| Continue Mondays in the Media Center- the school Media Center will be open in the evenings for parents to come to school to check out library books and read with their children. The administration and teachers will also be there to interact with parents and discuss school issues and ways to help in school. We will have guest readers and activities to do together to promote parental involvement. | Administration/Teachers | Monday evenings | Sign in sheets |
| Reading with Little Brothers/Sisters | Parent Volunteer | One day a month  | Sign in Sheets |

1. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:
* Timely information about the Title I programs [Section 1118(c)(4)(A)];
* Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
* If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)];
* If the school wide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

During our Open House/Annual Title I Meeting, parents will be given an explanation of Title I programs and opportunities that are available to students and parents within a Title I school. In addition, parents will get information from their child’s teacher about curriculum standards and ways they are assessed. Parents will also be given information for how to contact their child’s teacher if they have concerns. If parents have concerns or comments regarding the Parent Involvement Plan they are directed to the District Title I office. If parents request a meeting or a special workshop we will meet parent needs. Everything that is sent to parents is also in the Title I Toolkit located in the Treeline office. Any concerns regarding the school or district Parent Involvement Plan will be forwarded to the Title 1 office.

1. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Newsletters and notices are offered in two languages. Translators in three languages are available at the school upon request. The Parentlink system is available for parents to choose the language in which messages are received. The school will make every effort to provide special accommodations (when requested) for parents with disabilities and/or special needs. Copies of all parent communication are maintained in the Toolkit. As new students enroll throughout the school year, they will receive a welcome packet that includes school information, as well as Title 1 information and the Right to Know letter.

Discretionary School Level Parental Involvement Plan Components

* Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

* Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
* Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
* Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
* Training parents to enhance the involvement of other parents [Section 1118(e)(9)] ;
* Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
* Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
* Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
* Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].
1. Describe how each discretionary activity checked above will be implemented.

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| **Activity** | **Description of Implementation Strategy** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** |
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**School-Parent Compact:**

The parental involvement plan has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by SAC Minutes. A school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This plan was adopted by the school at the last SAC meeting of the 2014-2015 school year and will be in effect for the period of 8/24/15-6/10/16. The school will distribute this plan to all parents of participating Title I, Part A children during the first month of school.

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(Signature of  Authorized Representative) (Date)

Provide evidence that the plan has been developed with the input from parents.

1. Provide a summary of activities provided that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Open House / Title I Annual Meeting | 1 | 702 | Provide information on expectations and how parents can help their children |
| SAC Meeting | 5 | 108 | Increase level of involvement of parents to become active in the decisions made at the school |
| Parent Workshop* Monday in the Media
* Family Math Night
* Curriculum Nights
* ESOL Classes/English Cafe
* Watch D.O.G.S. (Classroom Mentors)
* Volunteer Orientation (Classroom Mentors)
 | 8 | 2,217 | Provide information to parents on how parents can help their children through research based strategies and tips.Parents are trained how to play the games with their family for Family Math Night. Parents also receive training to complete stations during the Academic Fair. |

1. Provide a summary of the professional development activities provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

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| **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Correlation to Student Achievement** |
| Staff training on the value of school volunteers | 1 | 20 | Increased parent involvement correlates to increased student achievement |
| School newsletter | 9 | 55 classrooms | Provides staff with parent involvement research based article |
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1. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

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| **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Spanish speaking parents | Hire additional Spanish speaking front office staff; provide translation as needed. |
| Transportation | Encourage parents to carpool to school events.  |
| Money | Childcare during events, school supplies, backpacks and providing parents with uniforms as needed. |

1. Describe the parental involvement activity/strategy the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **Content/Purpose** | **Description of the Activity** |
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**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Plan Year: 2012-2013**

**Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Plan Components** | **YES****(Page #)** | **NO** |
| **2009-2010 Plan Review** |
| Was evidence adequate to demonstrate that the PIP as developed jointly with and agreed upon by parents of children participating in Title I programs? |  |  |
| Is the PIP written in an understandable format and provided in a language parents can understand? |  |  |
| Were revisions/updates to the plan made based upon the review of the 2009-2010 plan? Did the school address the barriers identified in the review? |  |  |
| **LEA Plan Mission Statement (optional)** |
| The mission statement should meet the following criteria: * Explains the purpose of the parental involvement program;
* Tells what will be done;
* Includes beliefs or values;
* Is concise, free of jargon, and parent-friendly; and
* Inspires stakeholders to be involved and supportive of the program.
 |  |  |
| 1. **Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].**
 |
| **Strong Responses Include**: * Identification of the group responsible for the planning, review, and improvement of the Title I program;
* Description of the procedures selecting members of the group;
* Explanation of how input from parents will be documented; and
* Description of the process for schools to involve parents in the development of the required plans; and
* Includes information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].
 |  |  |
| 1. **Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].**
 |
| **Strong Responses Include**: * Identification of the specific federal program; and
* Description of how the programs were coordinated.
 |  |  |
| 1. **Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)] .**
 |
| **Strong Responses Include**: * Identification of specific activities or tasks;
* Identification of the person(s) responsible for completing the task;
* Timeline; and
* Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.
 |  |  |
| 1. **Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].**
 |
| **Strong Responses Include**: * Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
* Specific examples of the flexible schedule offered to parents.
 |  |  |
| 1. **Describe how the school will implement activities which will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their children to improve their children’s academic achievement [Section 1118(e)(2)].**
 |
| **Strong Responses Include**: * Content of the session including each of the following:
* The state’s academic content standards and State student academic achievement standards,
* State and local academic assessments including alternative assessments,
* Parental involvement requirements of Section 1118, and
* How to monitor their child’s progress and work with educators to improve the achievement of their child.
* Type of activities;
* Correlation to student achievement; and
* Reasonable and realistic proposed timelines.
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| 1. **Describe the training for staff the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools [Section 1118(e)(3)].**
 |
| **Strong Responses Include**: * Content of the session;
	+ Value of parental involvement,
	+ Communicating and working with parents,
	+ Implementation and coordination of parental involvement program,
	+ Building ties between home and school, and
	+ Cultural sensitivity;
* Type of Activities;
* Specific correlation to student achievement;
* Reasonable and realistic timelines; and
* Method to determine the success and document completion.
 |  |  |
| 1. **Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].**
 |
| **Strong Responses Include**: * Identification of the type of activity;
* Specific steps necessary to implement this activity;
* Person(s) responsible;
* Timeline; and
* Method to determine the success and document completion.
 |  |  |
| 1. **Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:**
* **Timely information about the Title I programs [Section 1118(c)(4)(A)]:**
* **Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)]:**
* **If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]:**

**Note: If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents’ comments on the plan that will be available to the local education agency [Section 1118(c)(5)].** |
| **Strong Responses Include**: * Process for providing information to parents;
* Dissemination methods;
* Reasonable and realistic timelines for specific parent notifications; and
* Description of how the school will monitor that the information was provided.
 |  |  |
| 1. **Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].**
 |
| **Strong Responses Include**: * Process for translating information into a parent’s native language;
* Description of how the school will ensure that parents with disabilities have access to parental involvement activities and/or services;
* Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
* Specific languages that information will be routinely provided; and
* Process the school will use to monitor the dissemination of information to parents.
 |  |  |
| **10. Describe how the discretionary activities will be implemented.** |  |  |
| **Strong Responses Include**: * Content of the session including the following:
	+ Involve parents in the development of staff training,
	+ Offer literacy training,
	+ Pay reasonable and necessary expenses to conduct parental involvement activities,
	+ Train parents to help other parents,
	+ Adopt and implement model parental involvement programs, or
	+ Develop roles for community organizations and/or businesses in parental involvement activities;
* Type of activity;
* Specific correlation to student achievement; and
* Reasonable and realistic timelines.
 |  |  |
| **School-Parent Compact** |
| **Does the School-Parent Compact include all required components:** * Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
* Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
* Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
	+ Parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement;
	+ Frequent reports to parents on their child’s progress; and
	+ Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities [Section 1118(d), ESEA].
 |  |  |
| **Review of the 2012-2013 Plan** |
| Did the school include a copy of the review of the 2012-2013 plan? |  |  |
| Did the review include all required components?* A summary of the results of the activities conducted for parents;
* A summary of the staff training activities;
* Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
* Description of how the school will use the information gathered from the review to design strategies for more effective parental involvement policies.
 |  |  |

**Additional Comments or Concerns:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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